

# 2022 Annual Report

## Blakebrook Public School



1254

## Introduction

The Annual Report for 2022 is provided to the community of Blakebrook Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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Blakebrook Public School

Rosehill Rd

Blakebrook, 2480

<https://blakebrook-p.schools.nsw.gov.au>

[blakebrook-p.school@det.nsw.edu.au](mailto:blakebrook-p.school@det.nsw.edu.au)

6629 3263

## School vision

Blakebrook Public School excels with high expectations for student and teacher growth, through explicit and differentiated learning and strong community partnerships.

## School context

Blakebrook Public School embraces authentic teaching and learning programs where students, teachers, parents and the school community, plan and work cooperatively to provide responsive, supportive and challenging learning experiences in a safe, caring environment.

Blakebrook Public School is nestled in a quiet, rural setting on Rosehill Road 10km north west of Lismore. Our school provides a quality learning environment for students from the Nimbin, Jiggi, Koonorigan, Keerrong, Rock Valley and Lismore areas. Our school has a proud history and currently supports 60 pupils in Kindergarten to Year 6.

Our school is a place where students develop values, attitudes, skills, knowledge and habits of mind to enable them to be caring, responsible, competent and self-directed learners, able to take their place positively and effectively in society. Students enjoy an exciting learning environment that includes well-resourced classrooms and exceptional playground facilities.

Our school encourages the development of staff as competent and skilled professionals who find fulfillment and enjoyment in their careers and value the establishment of partnerships with parents and the community, in the education of the students.

Our school promotes Positive Behaviour for Learning through its values: Respect, Safe and Learn. These values underpin our policies and programs to foster a holistic school learning environment which values diversity and respects individual differences.

The whole school community, including students, staff, parents and the local AECG, was consulted through our situational analysis. As a result, three strategic directions have been formulated to drive school improvement in a high expectation environment. Our school will focus on:

- Explicit targeting of curriculum planning and delivery to positively impact student performance growth and attainment.
- Developing and enhancing teacher performance through explicit professional learning, reflective practice and curriculum development.
- Enhancing student well-being, community engagement and partnerships with the review of existing programs and adaptation or development of new systems for parents, staff and students.

Continual monitoring of student performance data, will determine areas of need and success at a class and school level, and the involvement of the whole school community in this process, will be essential for success.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Explicit targeting of curriculum planning and delivery to positively impact student performance growth and attainment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Aboriginal background:** \$3,748.00

**Literacy and numeracy:** \$8,934.00

**Low level adjustment for disability:** \$33,972.00

**Socio-economic background:** \$21,161.00

### Summary of progress

Within Reading our focus for 2022 was on the use of highly effective teaching practices to improve the teaching of phonics across classrooms. This focus area was adjusted as a result of the catastrophic floods of February/ March 2022 and subsequent impact on school operations. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Professional Learning and dialogue were focused on the Science of Reading and phonics based teaching strategies. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs. Differentiated support was provided to develop teachers understanding of the new English Syllabus. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

Within Numeracy our focus for 2022 was on the developing teachers knowledge and understanding of the evidence based teaching practices within the new Mathematics syllabus. This focus area was adjusted as a result of the catastrophic floods of February/ March 2022 and subsequent impact on school operations. Strong engagement through the Accelerator Adopter program saw our staff participate in high impact professional Learning around the new K-2 Mathematics syllabus and evidence based approaches that will be embedded throughout the implementation of the new curriculum. School teams were guided through the process of developing consistent evidence-informed practices within mathematics lessons and used short formative assessments to identify the point of need with student learning. Professional Learning and dialogue were focused on the sequential mapping of skills across developmental stages and implementation of evidence based teaching strategies to support student growth across learning progressions. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs. Differentiated support was provided to develop teachers understanding of the new K-2 Mathematics Syllabus as well as prepare all staff for success future implementation of new Syllabuses across Early-Stage 1 through to Stage 4. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

Next year we will establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school and enhance teacher knowledge and capabilities in implementing new English and mathematics syllabuses. The school will also place greater emphasis on the regular collection of data to gauge impact of teaching strategies on student outcomes.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum uplift of 1.8% towards or exceed the system negotiated lower	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

bound target in expected growth in reading.	However year 4,5 and 6 Checkin data indicates that the school did achieve expected growth target in reading.
An uplift of 5.8% towards or exceed the system negotiated target in expected growth in numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However year 4,5 and 6 Checkin data indicates that the school did not meet the expected growth target in numeracy .
A minimum uplift of 9.6% to meet or exceed the system negotiated lower bound target of students achieving the top two bands NAPLAN in numeracy.	Blakebrook Public School has exceeded the system negotiated lower bound target of students achieving the top two bands NAPLAN in Numeracy.
A minimum uplift of 7.9% to meet or exceed the system negotiated lower bound target of students achieving the top two bands NAPLAN in reading.	In 2022 Blakebrook Public School did not meet the lower bound system negotiated lower bound target of students achieving in the top two bands NAPLAN in reading.

## Strategic Direction 2: Teacher pedagogy

### Purpose

Develop and enhance teacher performance through explicit professional learning, reflective practice and curriculum development and knowledge.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Curriculum
- Data Skills and use / Effective Classroom Practice

### Resources allocated to this strategic direction

QTSS release: \$11,492.00

Professional learning: \$7,827.00

### Summary of progress

The school looked to enhance effective feedback provided to students including self assessment, as a tool to drive and enhance the culture of continual improvement but also to celebrate success and achievement of goals. As a result of the catastrophic flooding event of February/March work around teacher pedagogy shifted towards supporting each to provide effective teaching environments within a significantly impacted context. Upon return to the Blakebrook Public school site focus was then able to shift towards improving teacher pedagogy in the areas of curriculum and data use. The school was selected as a Accelerated Adopter school in 2022 which provided the opportunity to explore and implement the new K-2 English and Mathematics syllabus documents. The purpose of this work was to develop teacher's knowledge and understanding of K-2 English syllabus , knowledge and understanding of K-2 Mathematics syllabus and understanding of evidence-based teaching practices aligned with the curriculum. A professional learning program that draw on the resource hub and elements of the on-demand professional learning to adapted to needs identified in their classrooms as well as specialised support provided by Curriculum advisor. Informed by the evidence-base contained departmental resources, with clear alignment to the new curriculum, a range of intensive learning interventions were implemented to improve students results in the area of reading.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70+% of students achieve at or above expected results as measured through the system Phonics assessment and corresponding learning interventions. demonstrated through school identified areas of PLAN2 progressions.	Through the implementation of learning support programs 83% of targeted students achieved expected growth within the phonics based assessment.
Increase percentage of targeted students meeting or exceeding their individual learning goals and/or stage expectations by a minimum of 5%.	The number of students achieving their individual goals has increased by 8 % .

### Strategic Direction 3: Wellbeing and Partnerships

#### Purpose

Enhance student wellbeing, community engagement and partnerships with students able to connect, succeed, thrive and learn.

#### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Community Engagement

#### Resources allocated to this strategic direction

Location: \$1,756.00

#### Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically address student wellbeing whilst specifically supporting the areas of attendance and student engagement through Positive Behaviour for learning. The cornerstone of this initiative was the school's engagement with parents and caregivers as partners in learning. To support this the school implemented various mentoring, leadership and support strategies for students. During the first semester of 2022 the implementation of these initiatives was significantly impacted by the flooding events of February/March. The focus shifted to supporting student wellbeing and welfare post the flooding event and continuation of learning. The Positive Behaviour for Learning program was reintroduced upon returning the operations on the Blakebrook Public School site. Qualitative surveys of students, parents and staff correlate has been conducted to gauge in the impact of the Febuary March flooding events on student wellbeing and community engagement. Internal qualitative data and student survey data shows that the school is making positive progress towards targets in student wellbeing. The school will continue to enhance its wellbeing initiatives into 2023.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum uplift of 3.9% of students attending a minimum of 90% of the time, to meet or exceed the system negotiated lower bound target in attendance.	The number of students attending school 90% of the time or more has significantly decreased .
A minimum uplift of 4.5% of students to meet or exceed the system negotiated lower bound target in wellbeing.	<p>As a result of the flooding events and subsequent impact on school operations students complete a survey produced by Resilient Youth Australia. This survey enabled students to provide more contextualized responses following the flooding events. The results from this survey are not comparable to the Tell Them From Me survey. The Tell Them From Me survey will be recommenced in 2023.</p> <p>Results from the survey indicated the percent of students reported 'feeling they are doing as well as others kids' was above the Australian Norm.</p> <p>Results from the survey indicated the percent of students reported 'feeling good about themselves' was above the Australian Norm.</p>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$21,161.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blakebrook Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Accelerator Adopter program to develop and enhance staff knowledge and understanding new English and Mathematics Syllabus reform with the aim to support student learning.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in individual learning goals . The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Aboriginal background</p> <p>\$3,748.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blakebrook Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, within welcoming and informal setting. The funding has also enable staffing allocation to implement targeted teaching and learning experiences to further support Aboriginal students in achieving literacy based goals set out with their Personal Learning Pathway plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: further enhancing the development and implementation of Personal Learning Pathway plans for Aboriginal students. The creation of a common goal based around connecting to local Aboriginal culture with be created in</p>

<p>Aboriginal background</p> <p>\$3,748.00</p>	<p>addition to individual literacy/ numeracy goals and a personal development goal. The school will look to enhance the engagement process by welcoming parents/ caregivers as valued partners in supporting their child's development.</p>
<p>Low level adjustment for disability</p> <p>\$33,972.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Blakebrook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based phonics intervention program to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,756.00</p>	<p>The location funding allocation is provided to Blakebrook Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased student engagement in the Positive Behaviour for Learning program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation through building increasing authentic partnerships with all members of the learning community. Through the use of a online sharing platform the school is looking to enhance parent/ caregiver engagement with each child's learning journey.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$7,827.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blakebrook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and use / Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging personnel to unpack evidence-based approaches to teaching reading and explore modelled, guided and independent reading strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our staff with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching. A whole school professional learning program will be development and implemented to support staff's knowledge and capabilities in areas that align to the school's strategic directions and areas for improvement.</p>
<p>Literacy and numeracy</p> <p>\$8,934.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blakebrook Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy with a focus on teacher understanding and knowledge in implementation of the new English and Mathematics syllabuses.</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. Internal data sources evidence all students making positive growth as a result of the phonics based intervention program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs</p>
<p>QTSS release</p> <p>\$11,492.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blakebrook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> </ul>

<p>QTSS release</p> <p>\$11,492.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment as a result of deeper knowledge of the syllabus. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. All teachers reported increased confidence when differentiating lessons according to students' needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: providing resourcing to enable the Assistant Principal Curriculum and instruction to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$35,400.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy - phonics</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals 80 % of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2. 70 % of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	33	31	28	23
Girls	33	33	33	28

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.7	97.8	90.6	83.1
1	93.9	94.8	96.5	81.0
2	91.6	94.5	95.2	83.3
3	90.5	96.7	89.8	90.1
4	89.6	94.0	89.6	82.0
5	95.2	93.2	88.7	82.1
6	87.8	95.7	91.9	77.8
All Years	91.4	95.2	91.8	82.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	167,811
<b>Revenue</b>	1,084,660
Appropriation	1,042,823
Grants and contributions	41,091
Investment income	747
<b>Expenses</b>	-1,064,430
Employee related	-857,018
Operating expenses	-207,413
<b>Surplus / deficit for the year</b>	20,230
<b>Closing Balance</b>	188,041

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	58,883
Equity - Aboriginal	3,749
Equity - Socio-economic	21,161
Equity - Language	0
Equity - Disability	33,973
<b>Base Total</b>	702,532
Base - Per Capita	15,413
Base - Location	1,756
Base - Other	685,363
<b>Other Total</b>	33,554
<b>Grand Total</b>	794,970

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

A short survey was distributed amongst our school community encouraging parent and caregivers to provide feedback to the school. Newsletter notices and letters were means of communicating the opportunity to share thoughts and ideas.

The 3 questions were:

- How often is your child happy to come to school?
- Do the staff of Blakebrook PS know your child's learning needs and put in place effective strategies to meet these needs?
- If you could choose one area for Blakebrook Public School to improve, what would it be?

Responses to the survey returned the following findings: 90 % of children are happy to attend school either 'most of the time' or 'all of the time'. 90% of parents reported that 'the staff of Blakebrook PS know their child's learning needs and put in place effective strategies to meet these needs'.

Common suggested areas for improvement

- Enhanced communication to assist families with planning and organisation when participating in school events.
- Enhanced promotion of the school amongst the wider community.
- Further development and implementation of student wellbeing initiatives.
- Further development of Aboriginal Education across the school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.